

Assignment Checklist for RDG 567

Name _____

○ Informal Reading Assessment Write Report (30 points)

Comment:

Two-four page write up on the assessments you conducted on an outside student. Should cover a brief write up in the following areas.

- Text reading (QRI or DIBELS)
- Word, Phonics, and/or Phonemic Awareness Tests (CORE, DOMINIE, or DIBELS)
- Vocabulary an/or Writing (DOMINIE, CORE)

Comment:

○ Test Samples (20 points)

Please place the testing samples behind the two page summary.

Have analysis and scoring on the tests. See example on wiki

Comment:

○ Assessment Reaction Reviews (20 points)

Reactions and impressions of tests given. Include a combination of formal and informal tests you have used across the components (fluency, vocab, comprehensions, phonics, phonemic awareness and writing)

Comment:

○ If-Then Chart (30 points)

See sample:

Choose five areas to address (e.g. Comprehension, Phonics, Phonemic Awareness, Vocabulary, Fluency). In each category have five targeted areas to address. For example in Comprehension you could address-retelling, determining importance, etc. In a targeted area (retelling) offer two-three researched based recommendations.

Comment:

See samples of assignments

<http://rdg5678.wikispaces.com/567+Assignment+Samples>

READING OBSERVATION SUMMARY SHEET

Name: Emily	Date: 5/10/12	D. of B. 4/26/05	Age (7:1)
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District/School: Region 6/Wamogo

Recorder: Tracy

Level	Text Titles	Running words/ Errors	Error Rate	Level	Self-correction rate
1. Pre-Primer 1	I Can	37/4	1:4	Instructional	1:nil
2. Pre-Primer 2	Just Like Mom	44/3	1:3	Frustrational	1:2
3. Level 1	Mouse In The House	250/27+	1:27	Frustrational	1:nil

Directional movement = On text levels Pre-Primer 1-Level 1 Emily pointed in a L→R pattern with evidence of return sweep.

She did not match 1:1 as she read.

Levels	Analysis of Errors and Self-corrections Cues used or neglected [Meaning (M), Structure or Syntax (S), Visual (V), Cross checking, etc.
Pre-Primer1	Emily read using only visual cues to read text. She did not demonstrate cross checking or attending to visual cues.
Pre-Primer2	On Pre-Primer 2, Emily once again used meaning and syntax cues to read. She cross checked syntax with meaning when she read stuff for things and went back and corrected the error knowing that stuff didn't begin with a 'th'.
Level 1	On Level 1, Emily used primarily initial sound cues when she came upon unfamiliar words. She did not demonstrate any cross checking using meaning or visual cues during the story.

LETTER IDENTIFICATION	
When asked what we call these, Emily responded letters and began reading the list of letters. She attempted 50 out of 52 letters. She named 24/26 lower case letters and 26/26 upper case letters.. She did not attempt lower case 'i and b'. She stated 'l' for lower case 'l'. She read d/p,.	50 /52 Stanine 6

WORD TEST (DOMINIE) LIST A	
Obama attempted 5 out of 27 words. He correctly read 4 out of 27 words. He read sat/his. He did not attempt the other 22 words. When asked if he could read each of the 22 words he stated "No".	4 /27 Stanine 4

PHONEMIC AWARENESS (DOMINIE)	
Emily correctly deleted 2 out of the 15 words in the Phoneme Deletion sub-test in the DOMINIE. For example, when asked to say "call without the /c/" she replied "can". She was able to change and to an and away to way successfully.	2 /15 Stanine 1

PHONEME SEGMENTATION FLUENCY (DIBELS)	
Emily has an understanding of segmenting sounds in words. She was able to segment 63% of words on the DIBLES Phoneme Segmentatoin Fluency sub-test. She correctly segmented 48 out of 76 words.	48/76

SENTENCE WRITING (CORE) (Sentence: A)	
Emily wrote three sentences that were dictated to her. She did not use any punctuation in the dictated sentences. Emily knew the words; my,to, he, it go , the and, it and wrote them correctly. She used a mix of both capital and lower case letters. She had appropriate spacing between her words.	Score: 33/50 Stanine 7 8/18 Stanine 6

SUMMARY
Level in text reading: Level
Emily is reading at text level E. She uses meaning and relies on picture cues to help her with her reading of text. She was able to match 1 to 1 at text levels above level E but does not appear to be using visual information at levels F and G.. Emily identified 26 capital and 24 lower case letters by name. She was able to identify 15 of 27 sight words.

Reading Observation: Sheet 2 of 2

Name: Emily

Recorder: [REDACTED]

Useful Strategies on Text:

Emily shows evidence of self-monitoring when she stops and checks the picture as well as self-corrects I Level E text. She demonstrates evidence of using meaning as a cueing strategy. She shows evidence of self-correcting in lower level texts.

Instructional Strategies for Text Reading:

Small Group Shared Reading (Model If It Makes Sense).
Small Group Guided Reading Level E & F
One on One Instruction on Decodable text

Useful Strategies with Words:

Emily demonstrates the concept of a story. She can identify some words in the text. She recorded proper word boundaries while writing. She knows her basic sight words and is able to write them in a dictated sentence. She can recognize and use some high frequency words in the text. She can hear and record initial and sounds while reading and writing words. She demonstrates the ability to hear and record some vowel sounds in words.

Instructional Strategies for Working with Words:

Text Talk (Read Aloud Method)
Make and Break (Onsets and Rimes-Known to Unknown)
Word Sorts (HF words)
Vowel Work

Useful Strategies with Letters:

Emily demonstrated the concept of a letter. She can recognize that one spoken word matches a group of letters. She understands and uses letter boundaries. She can distinguish letter forms (51/52) and produce letter names. She demonstrated the writing of words to represent consonant and some vowel sounds.

Instructional Strategies for Working with words:

Sight Word Automaticity
Elkonin Sound boxes in guided writing, one on one and small group word work.
Decodable texts
Looking for known chunks in words

SUMMARY:

Level in text reading: E

Emily is reading at Level E. She would benefit from consistent, small group instruction (no larger than 3:1) for five times a week. The cycle of lessons should address reading continuous text, working with familiar and unfamiliar words, comprehension and guided or interactive writing. Progress monitoring in quick writing (2 min) and running records should be conducted once a day. She also would benefit from a one on one reading intervention program with the reading specialist to boost her reading and writing with daily running records and word work.

SIGNATURE:

Summary of Assessments • Kindergarten

Student Janet Teacher/Tester Barbara (Mick) Grade K School Lawrenceville Date 3/29/12

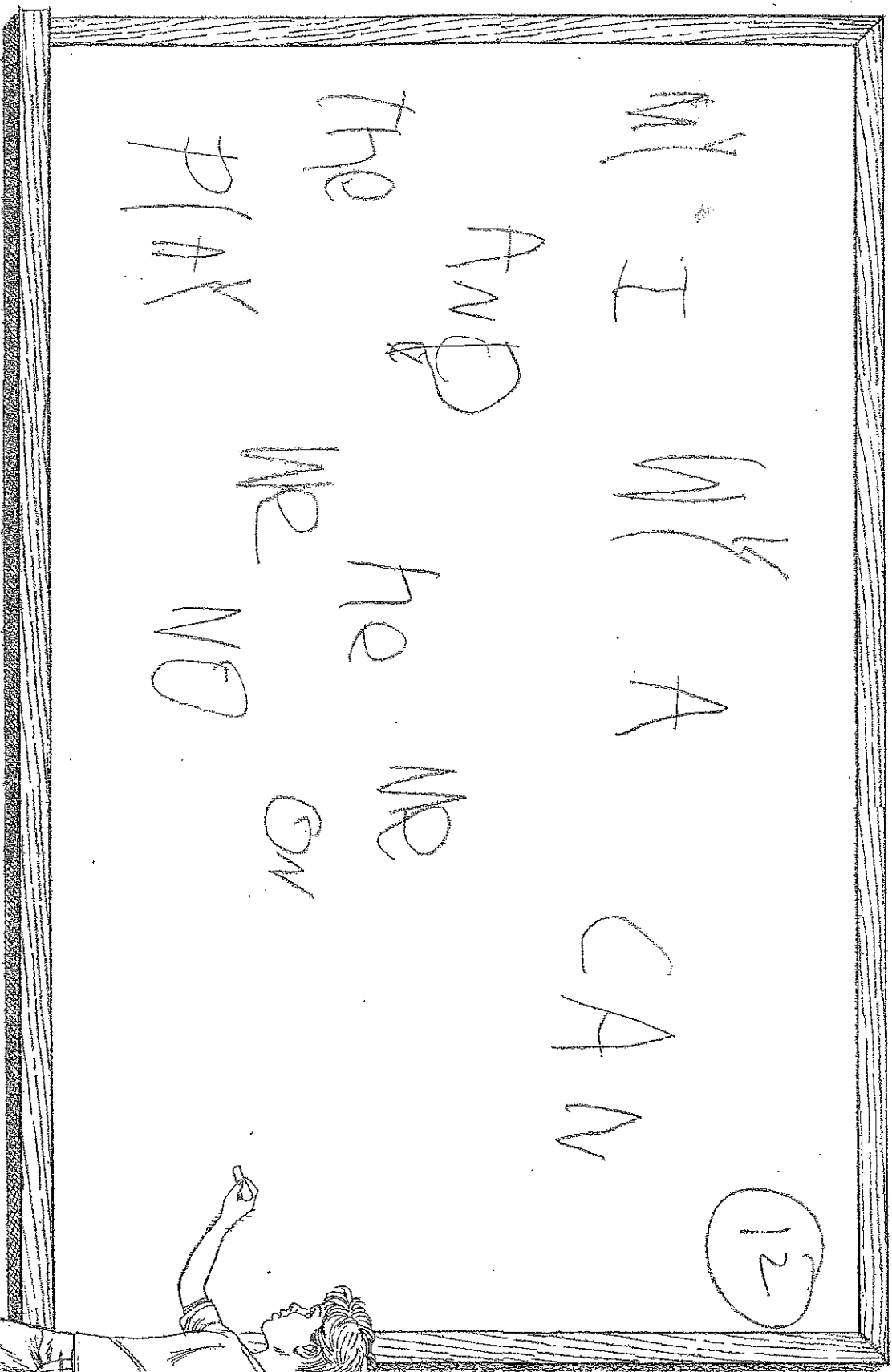
Concepts of Written Language – The Show Me Book

Knowledge about Books & Directionality				Concepts of Written Language		Reading & Writing		Comments		Core Reading (pages xx, xx)
<ul style="list-style-type: none">• Start left page ✓• Start right page ✓• Left to right ✓• Return to next line - <i>in continuation of</i>				<ul style="list-style-type: none">• Voice-print match. ✓• Show one letter ✓• Show two letters ✓• Show one word ✓• Show two words ✓• First letter of a word ✓• Last letter of a word ✓		<ul style="list-style-type: none">• First name ✓• Last name ✓• Read name ✓• Read sentence ✓• Locate yes ✓• Locate no ✓		<i>Jan started to write words in the first 1-1 minutes of the assessment</i> <i>Missable by 2-3 years old. Not consistent with the vocabulary and the number of words.</i>		<i>Core Writing (Page xx)</i> <i>20 words</i>

Directions: Fill in the information in each category that summarizes information from the different tasks. Use a ☒ to indicate the item is known, and a ☐ to indicate the item was missed when the task was administered.

Inventory of Letter Knowledge (p. 28):

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq
Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz								



Show me the words you can write!

**Teacher: Please use the back of this book or another sheet of paper if the child fills up the space on this page.*

100

12- Standard

三、*《说文解字》* 与 *《说文解字注》* 的对比

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

100

53

LEAD

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SCSU RDG 567 - Guided Practice

Test Name: Red Core Phonics Survey
Reactions: This assessment assesses the phonics skills a child possesses that are necessary for early reading development. The results of this assessment can be used to plan instruction for students who demonstrate weaknesses in the specific phonics skills assessed. The assessment was quick and easy to give and directly related to skills students need to master as emergent readers.
Components Addressed: (NRP) Many early reading and writing skills are assessed in this test including letter id., letter sound correspondence, decoding one syllable and multi-syllable phonically regular words and pseudo words, and spelling skills.
Data Generated (Stanines / Grade Equivalents) This informal assessment is a criterion referenced test that provides mastery goals for all subtests. It is expected that students will ultimately answer all items correctly. In a five-item subtest, a student who misses two or more items would benefit from more direct instruction in the indicated element. In ten-item subtests, three or more errors warrant attention.
Reliability Information: Specific instructions for administering each subtest are included on the Record Form. This test, if run correctly by all examiners without deviating from protocol, should be reliable.
Validity Information: This assessment is an effective measurement of the phonics elements that are essential to early reading development.
Implications for Instruction / Recommendations: Teachers can use information from this test to identify students whose phonics ability is in need of additional support. The test may be given every 4-6 weeks in order to monitor progress over time. Teachers may gain pertinent information regarding a student's grasp of various phonics elements and then plan instruction to strengthen those areas of weakness.

SCSU RDG 567 & 568 – Assessment Review

Test Name:

Test of Early Written Language, Third Edition (TEWL-3)

Reactions:

The TEWL has Spontaneous Writing, which reminds me of a writing prompt yet it is scored very differently. The test has identified items that are randomly introduced to students (punctuation, sentence combining, spelling, etc.) I know the TOWL is organized by one category at a time. I'm not sure if the random introduction of differently test items makes it harder or easier for students. It looks like you need to set of large set of time to administer the assessment but that depends on student and task.

Components Addressed: (NRP)

Although this is a writing assessment, you can get a sense of phonic skills that may be under control by analyzing the spelling in the writing sample.

Data Generated (Stanines / Grade Equivalents)

The TEWL is a normed assessment and will produce raw scores, percentiles and normal curve equivalents. It will also provide age and grade equivalents.

Reliability Information:

The authors designed the assessment so the administration of the tasks will be reliability administered. They have scripts to read with samples to explain the task. There is some question on how reliable the scoring of some items are related to the rubric of 0,1,2. Although the manual gives guidance at times some items will be a judgment call.

Validity Information:

The test aims to measure early writing ability yet it gives scores for number of sentences, number of words with five letters or more spelled correctly, etc. It does not measure author's voice, organization or fluency. How it determines good writing is based on looking on subset areas/skills and making a determination about the overall writing ability. I'm not sure it strongly measures good writing from bad.

Implications for Instruction / Recommendations:

The assessment can highlight problematic areas of writing ability. For example, you can look at spelling, punctuation, etc. in isolation and in context and decide if instruction is necessary in particular area.

If - Then Chart **Reading Strategy Worksheet**

If You Are Working On...	Strand	Then Use This Strategy Links / Resources	Assessments	Notes Students
Comprehension	<i>Self-Monitoring / Self-Correcting</i>	<ul style="list-style-type: none"> ➤ Questioning the Author ➤ Self-Monitoring Prompts ➤ Self-Correcting (Pg. 10 of the PDF from Fountas & Pinnell) ➤ Shared Reading & Self-Monitoring 	<ul style="list-style-type: none"> ❖ <u>Running Records</u> ❖ <u>Oral Miscue Analysis</u> 	
	<i>Retelling</i>	<ul style="list-style-type: none"> ➤ Story Maps ➤ Five-Finger Retell ➤ Small Group Retelling ➤ Lynda Hoyt Resources ➤ Use story props 	<ul style="list-style-type: none"> ❖ <u>Retelling Evaluation</u> (Heinemann) ❖ <u>DRA - Form</u> ❖ <u>Beginning, Middle, End</u> 	
	<i>Summarizing</i>	<ul style="list-style-type: none"> ➤ Summarizing Lessons ➤ Student-Led Book Chats ➤ Strategy Stockpile 	<ul style="list-style-type: none"> ❖ <u>Exit Slips</u> 	
	<i>Main Idea / Details in Nonfiction</i>	<ul style="list-style-type: none"> ➤ Create a Mind Map ➤ Guide Nonfiction Reading with Graphic Organizers and Writing 	<ul style="list-style-type: none"> ❖ <u>Assess Nonfiction Reading with Graphic Organizers and Writing</u> 	
	<i>Background Knowledge</i>	<ul style="list-style-type: none"> ➤ Background Knowledge Warm-Up ➤ Background Knowledge Strategies (SEDL) 	<ul style="list-style-type: none"> ❖ <u>Assessing Prior Knowledge (ORI)</u> 	

Assignment Checklist for RDG 568

○ Clinical Report

ASSIGNMENT RUBRIC FOR ASSESSMENT: DIAGNOSTIC PORTFOLIO

Southern Connecticut State University
Graduate Reading Program

Student: _____ Program: _____ Date: _____
Course: _____ Instructor: _____

RDG 568: Diagnostic Portfolio Assessment of internship, practicum, or other clinical experience				
Element	IRA Standard	Unacceptable (1)	Acceptable (2)	Target (3)
1. Use, interpret, and recommend a wide range of assessment tools and practices	3.1			
2. Determine if student is integrating components of fluent reading	1.4			
3. Use in-depth assessment information to plan individual instruction for struggling reader	3.3			
4. Communicate assessment information to parents for both accountability and instructional purposes	3.4			
Communicate assessment information to classroom teacher in order to:				
• 5. Suggest additional assessments to further refine the students' literacy needs	3.2			
• 6. Assist the classroom teacher in using your assessment data to plan instruction for this student	3.3			
• 7. Assist the classroom teacher in selecting materials matched to the student's reading level, interest, and cultural/linguistic background	4.1			
8. Writing quality—use of English language conventions including spelling				

Scoring guide:

- | | |
|----------------------|----------------------|
| 1. Score x 3 = _____ | 5. Score x 1 = _____ |
| 2. Score x 3 = _____ | 6. Score x 1 = _____ |
| 3. Score x 2 = _____ | 7. Score x 1 = _____ |
| 4. Score x 2 = _____ | 8. Score x 1 = _____ |

Total score = _____

Assignment grade = _____

____ Target	42-41=A			
____ Acceptable	40-38=A-	37-35=B+	33-30=B	
____ Unacceptable	29-27=B-	26-24=C+	23-21=C	below 21 = F

Report of Reading Assessment: SCSU Literacy Center

Student Name: Aliyana

Date of Birth: 2/17/04

Age: 8

Date(s) of Testing: April / May 2012

School: Jennings School

Grade: 2

Clinician(s): M. Everywhere

General Information: The primary purpose of this report is to describe Aliyana's oral and silent reading performance as an eight year-old student in second grade. To evaluate Aliyana's reading, she completed the following assessments:

- *Qualitative Reading Inventory 5 (QRI)*,
- *Comprehensive Test of Phonological Processing (CTOPP)*,
- *Test of Word Reading Efficiency (TOWRE)*
- *Gray Oral Reading Test 4th Edition (GORT-4)*,
- *Peabody Picture Vocabulary Test 4th Edition (PPVT-4)*,
- *Test of Early Written Language 3rd Edition (TEWL-3)*,
- *Woodcock Reading Mastery Test 3rd Edition (WRMT-III)*,
- *Elementary Reading Attitude Survey*
- *CORE Phonics Survey*.

These tests provide information on Aliyana's level of proficiency in a number of reading and writing areas including phonological processing, word identification, fluency, vocabulary, spelling, comprehension, and composition.

Background Information: Aliyana is presently a second grade student in a monolingual classroom at Jennings School. She was eight years, two months old at the time of testing. Aliyana was enrolled in a dual-language program through the end of first grade. She participated in summer school during the summer of 2011. Aliyana began participating in a reading-based after school program in March 2012. She currently participates in a small group pull-out reading intervention and the small group Book Voyagers intervention program.

Behavioral Observations: According to the intake interview with her mother, Aliyana enjoys reading at school. This is consistent with the results of Aliyana's self-reported academic reading behavior on the Elementary Reading Attitude Survey. Aliyana's motivation for academic reading was in the 81st percentile. Throughout testing, Aliyana spoke softly when responding to test questions. Aliyana frequently responded to questions prior to all directions being given. During assessment sessions, as the complexity of the test items increased, Aliyana exhibited behaviors such as putting her head down on the table, covering her eyes, and stating that the task was too hard for her. Aliyana's mother reported that Aliyana feels overwhelmed with reading homework and feels nervous with time-restricted tasks. Aliyana's mother also reported that Aliyana performs well on spelling tests and reads fluently with comprehension at home.

Understanding Standard Scores: The results of most of these tests are reported in standard scores and percentiles. Standard scores between 8 and 12 indicate average performance. When looking at percentile scores, the average range falls between the 25th and 75th percentile. If Aliyana scored in

the 50th percentile, her performance on a particular reading task is equal to or better than 50% of students of a comparable age or grade. Average scores on other standardized tests fall between 90 and 110. In this case, a standard score of 100 is commensurate with a score at the 50th percentile. Finally, some tests may use both scales when reporting standard scores. For instance, average standard scores for individual subtests fall between 8 and 12, but composite scores (combined subtests) or quotients (overall total) are based, generally, on an average scale ranging from 90-110.

Clinic Assessments

Reading Capacity

1. Phonological Processing:

Woodcock Reading Mastery Tests (WRMT-III): The Phonological Awareness and Rapid Automatic Naming subtests of the WRMT-III measure a student's reading readiness skills. For the Phonological Awareness subtest, students are presented with first-sound matching, last-sound matching, rhyme production, blending, and deletion tasks. The Rapid Automatic Naming subtests consist of rapid number and rapid letter naming.

WRMT-III Scores

	Standard Score	Percentile
Phonological Awareness	79	8
Rapid Automatic Naming	83	13

Results: Aliyana's results on the Phonological Awareness and Rapid Automatic Naming subtests from the WRMT-III are in the Below Average range.

Phonological Awareness

Skill Category	Number Correct	Number of Items
First-Sound Matching	5	6
Last-Sound Matching	4	6
Rhyme Production	2	4
Blending	7	9
Deletion	6	8

Comprehensive Test of Phonological Processing (CTOPP): The CTOPP assesses six subcategories of phonology, which provide three composite scores.

Phonological Awareness refers to a child's awareness of and access to the sound structure of oral language. This is assessed by two tasks, Elision task and Blending words. The Elision task requires the deletion of syllables and then phonemes (sounds) from words. The blending words task asks a child to combine or blend separate sounds to form words.